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ENGAGING NATIVE AMERICANS WITH THE ATHLETIC TRAINING PROFESSION

By

JOHN RANDALL SUNCHILD

Bachelor's of Science Health and Human Performance, University of Montana, Missoula,

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Professional Paper

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The University of Montana

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Approved by:

Scott Whittenburg, Dean of The Graduate School

Valerie Moody, Chair

Department of Health and Human Performance

Blakely Brown

Department of Health and Human Performance

Drew Babcock

University of Montana Athletic Department

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Sunchild, John, Master of Athletic Training, Spring 2018

Athletic Training

Engaging Native Americans with the Athletic Training Profession

Chairperson: Valerie Moody

Abstract: As healthcare services continue to expand across Montana, there is an increased need to train healthcare professionals who understand the unique needs of the Native American population. It is rare in Montana, to find athletic trainers working either at tribal colleges or secondary schools located on different reservations limiting exposure to a variety of healthcare professions including athletic training. Because of the rural nature of our state, most athletic training services provided to these communities, if any, are part of an outreach program and their exposure to ATs is limited. With an increased exposure of athletic trainers to Native American students, we hope that interest in the profession as a career choice follows. The long term intent of establishing this program is to increase the diversity of healthcare services provided on Montana's reservations.

We held 4 workshops at different tribal colleges and on campus at UM. The workshop was planned for 2 hours including lunch. The first part of the workshop was an overview of the athletic training profession. The second part of the workshop was a hands on learning lab in a station format reflective of a variety of basic skills that an AT routinely performs (basic rehabilitation techniques, wound care management, splinting techniques, obtaining vital signs, etc). Lunch was provided to those who attended the workshop and an informal question and answer session was held. Information was provided to the workshop attendees about the AT profession as well information regarding pursuit of a degree in athletic training. Native American students who were interested in spending the day with a staff athletic trainer had the opportunity to coordinate a visit to the UM campus.

Introduction

In the United States of America many Native Americans within the healthcare system are employed through the Indian Health Service (IHS) branch. Seventy-one percent of the population that is employed through the IHS healthcare system are Native American.¹ In respects to the healthcare field of athletic training Native Americans are severely underrepresented, totaling 0.4 percent of all National Athletic Trainers' Association members.² Sports being a traditional principle within Native American cultures, the importance of an athletic trainer within IHS healthcare system is vital in present day. Athletic trainers are well prepared to deal with the physically active population experiencing sport related injuries Therefore the purpose of this professional paper project was to raise awareness about the profession of athletic training and increase the interest in the profession within the Native American population in Montana. This was accomplished through visiting tribal colleges throughout the state and creating opportunities for campus visits to University of Montana to learn about healthcare in athletic training.

Review of Literature

Reservations in Montana Overview

In Montana alone there are seven Native American reservations which represent 12 different tribes. The seven reservations are the Flathead (FH), Blackfeet (BF), Rocky Boy (RB), Fort Belknap (FB), Fort Peck (FP), Crow (CW) and Northern Cheyenne (NC). These seven reservations represent the Salish, Pend D'Oreille, Kootenai, Blackfeet, Chippewa-Cree, Assiniboine, Gros Ventres, Sioux, Crow and Northern Cheyenne. According to the 2010 Census, out of the 989,415 people that live in the state 66,000 people of these tribal affiliations reside in Montana.³

Culture of Sports on Reservations

Sports are a deep rooted historical principle within Native American cultures throughout North America. They are more than just games, as they build body and spirit through exercise. Many games have roots in ancestral tests of strength and sport reinforces group cooperation and sharpening survival skills.⁴ This historical passion for sports has transitioned to the introduction of organized sports in North America at the turn of the 20th century. Numerous Native American athletes have left a mark within their respective sports. Jim Thorpe was a 2-time gold medalist during the 1912 Olympics but also played professional football, baseball and basketball. Billy Mills became the first Native American, as well as the only American, to win a gold medal in the 10,000 meter run. Legendary Native American athletes not only left their mark in sports but also created healing throughout Native American communities in North America. Evidence of this healing can be found on every reservation in the United States and Canada due to the amount of community support and involvement with sports.⁵ Sports in indigenous communities has the strength to heal generations which have experienced slavery, poverty, oppression, racism and genocide.⁶ The power that these atrocities held over Native American communities is immense, but sports can help pull communities together and provide hope for future generations. A great sports team on a reservation can singlehandedly uplift and provide positivity to a community.⁷

Reflecting on growing up on Rocky Boy Indian Reservation, sports was always something the community could rely on to bring everyone together. My family are my greatest supporters and they were there at every sporting event I've ever competed in. From my first at bat to holding a state championship in my last high school basketball game, my teammates and I always had family and community right behind us. I've experienced 25,000 screaming fans in

Washington-Grizzly Stadium and even that cannot compare to each and every gym we sold out playing high school basketball. If my name never ends up on the walk of fame in Hollywood, California, it will not matter because I attained the same status shooting a basketball for 4 years in Rocky Boy, Montana. Something that I will never forget is how 12 players literally carried a whole community full of rich heritage and pride on our backs. Sports throughout my life was one of the greatest teachers of life experience and continues to be a source of positivity in my life today. The positive influence of sports is felt by each and every community member but often is short lived due to negative influences.

Challenges Native American Communities Face

Many Native American communities in present day United States of America face many challenges which have hindered healing within their communities. One of the main challenges include poverty and lack of education. Native Americans have the lowest employment rate of any racial or ethnic group in the United States of America with only 1/3 of males having fulltime, year-round employment.⁸ High school graduation rates are among the lowest of any population with 51 percent of Native American students graduating on average. Out of 51 percent of high school graduates, 5 percent proceed to 4 year institutions and only 9.3 percent complete a degree as compared to the national average of 20.3 percent.⁸

Another influential factor on Native American reservations impeding healing progression is cultural loss. Native American culture was severely threatened throughout the colonization of the United States of America. The loss experienced by Native Americans severely impacted family members, tribal entities, land base and traditions which has led to historical trauma. Historical trauma is a term used to describe the intergenerational collective experience of complex trauma that was inflicted on a group of people who share a specific group identity or

affiliation such as a nationality, religious affiliation or ethnicity.⁹ American Indian people experienced a history of genocide, ethnic cleansing, policies of forced acculturation, placement in boarding schools and loss of traditions, in a similar manner to that experienced by Jewish Holocaust victims.¹⁰ The historical trauma that Native Americans deal with has been an immense pain that is still felt in present day Native American communities.¹⁰ Other factors contributing hindering healing progress are physical and mental health problems.

Healthcare on Reservations

Indian Health Services (IHS) is an operating division within the U.S. Department of Health and Human services. IHS is responsible for providing direct medical and public health services to members of federally recognized Native American Tribes and Alaska Native people.¹¹ IHS on the reservations throughout the United States are severely underfunded and understaffed. The federal government employs approximately 2,700 nurses, 900 physicians, 500 pharmacists and 300 dentists in IHS, and they are tasked with providing health care over 2,000,000 Native Americans.¹² This understaffing correlates with higher rates of health problems such as diabetes, heart disease, cancer and other health disparities.¹³ There are more than 650 IHS facilities which are widely dispersed among 36 states, primarily on or near reservations. However, travel can be difficult due to harsh climate conditions or limited transportation.¹³ Specialty care is difficult to attain due to the area being rural, which is why IHS is the only feasible source of health care services and is overly utilized. The annual patient utilization rate for IHS in 2012 was 3.73 visits per year compared to the average US population which had 4.08 visits per year. Yet the Native American populations lower health status should reflect a higher utilization rate; the 10% discrepancy displays lack of access due to limited providers and access.¹³ The facilities themselves continue to age as the average IHS facilities are over 40 years old which is almost 4

times older than U.S. hospitals. These sites are susceptible to risk code noncompliance, lower productivity and compromised healthcare services.¹⁴ Mental health problems also fly under the radar under the IHS healthcare system, with suicide rates among Native American teens upwards of 2.5 times higher than the national average.¹⁴ In Montana alone on each reservation there are 25 high schools located within each of the 7 reservation limits. None of these 25 reservation located high schools have full time athletic training coverage. Most of the injuries sustained are handled through the tribal healthcare system which is not always ideal for sports related injuries. The educational competencies and clinical proficiencies that athletic trainers possess, prepare them for the unique role of being the only comprehensive school-based sports medicine healthcare personnel. Student-athletes directly benefit from these kinds of services, which promote evidence-based collaborative care.¹⁵ Currently there are 11 Indian Health Service locations in Montana, including: 2 on the Flathead Reservation, 1 on the Blackfeet Reservation, 2 on the Fort Peck Reservation, 1 on the Fort Belknap Reservation, 1 on the Rocky Boy Reservation, 2 on the Crow Reservation, 1 on the Northern Cheyenne Reservation and 1 in Billings, Montana. Presently Indian Health Services employs 0 athletic trainers throughout Montana and the locations throughout North America.

Native American High Schools and Access to Athletic Trainers

An estimated 4,309 Native American students attend 27 high schools which are located on or border reservations. There are 31,917 high school athletes in Montana and an estimated 2,017 are athletes.²⁰ Out of these 27 schools, 7 schools receive athletic training services; 2 of those schools have full time athletic trainers and the other 5 schools have part time athletic trainers. Table 1 outlines the data on athletic training services on reservations in Montana.

Table 1. Athletic Training Services for Montana Reservation High Schools

| High School | Division | Student Enrollment | Location | Athletic Training Access | Full or Part Time |
|--------------------------------|-----------------|---------------------------|--------------------------------------|---------------------------------|--------------------------|
| Arlee High School | C | 122 | Flathead Indian Reservation | Y | Part Time |
| St. Labre Catholic High School | B | 150 | Crow Indian Reservation | N | N/A |
| Box Elder High School | C | 101 | Rocky Boy Indian Reservation | N | N/A |
| Brockton High School | C | 30 | Fort Peck Indian Reservation | N | N/A |
| Browning High School | A | 576 | Blackfeet Indian Reservation | N | N/A |
| Northern Cheyenne High School | C | 30 | Northern Cheyenne Indian Reservation | N | N/A |
| Charlo High School | C | 94 | Flathead Indian Reservation | Y | Part Time |
| Colstrip High School | B | 183 | Northern Cheyenne Indian Reservation | N | N/A |
| Dodson High School | C | 85 | Fort Belknap Indian Reservation | N | N/A |
| Frazer High School | C | 38 | Fort Peck Indian Reservation | N | N/A |
| Lustre Christian High School | C | 27 | Fort Peck Indian Reservation | N | N/A |
| Hardin High School | A | 508 | Crow Indian Reservation | Y | Full Time |
| Harlem High School | B | 137 | Fort Belknap Indian Reservation | N | N/A |
| Hays Lodgepole High School | C | 71 | Fort Belknap Indian Reservation | N | N/A |
| Heart Butte High School | C | 65 | Blackfeet Indian Reservation | N | N/A |
| Hot Springs High School | C | 35 | Flathead Indian Reservation | Y | Part Time |
| Lame Deer High School | B | 152 | Northern Cheyenne Indian Reservation | N | N/A |
| Lodge Grass High School | B | 133 | Crow Indian Reservation | N | N/A |
| Two Eagle River High School | C | 95 | Flathead Indian Reservation | N | N/A |
| Polson High School | A | 471 | Flathead Indian Reservation | Y | Full Time |
| Poplar High School | B | 223 | Fort Peck Indian Reservation | N | N/A |
| Plenty Coups High School | C | 61 | Crow Indian Reservation | N | N/A |
| Rocky Boy High School | B | 134 | Rocky Boy Indian Reservation | N | N/A |
| Ronan High School | A | 345 | Flathead Indian Reservation | Y | Part Time |
| St. Ignatius High School | B | 122 | Flathead Indian Reservation | Y | Part Time |
| Valier High High School | C | 55 | Blackfeet Indian Reservation | N | N/A |
| Wolf Point High School | B | 216 | Fort Peck Indian Reservation | N | N/A |

Athletic Training Profession

Athletic trainers (ATs) are trained in the prevention, rehabilitation, treatment and emergency care of physically active patients who have sustained sport related injuries.¹⁵ Athletic trainers' day to day presence is unique from other healthcare professionals, allowing ATs to develop better rapport with their patients. The consistent contact with patients enhances physical health of the patient but also the mental health of each individual. Athletic trainers are educated about sport psychology, sports nutrition and identification of risk factors associated with mental and physical health concerns, which may reduce demands on an already understaffed tribal healthcare system as well as overall cost to IHS.¹⁶

Most native healthcare professionals working on the reservation stress a patient centered approach founded on therapeutic relationships between all care providers, patients, and family. Cultural beliefs concerning illness affect how, what and when health care is sought. Cultural humility is vital to effectively assess health issues of Native Americans, understanding a patient's cultural norms and practices builds trust, rapport, and enhances patient adherence to medical instructions. Increasing the number of Native American athletic trainers significantly enhances the delivery of healthcare to Native American athletes and community members alike. Possessing the ability to understand and integrate Native American culture into healthcare practices will enhance the effectiveness of healthcare services provided to athletes.¹⁷ An athletic trainer which has cultural ties to a Native American background can easily work into an Indian Health Services facility anywhere in the United States based on the understanding of cultural humility in regards to their own Native American heritage. One of the main ways which encourages patient adherence is building trust within a community. Building trust within a

Native American community is an easier transition as a Native American in the healthcare system in comparison to a person of a different ethnicity.

This particular skill set associated with certified athletic trainers can be useful within an IHS healthcare system especially in Montana. It was hoped that throughout this project, awareness about athletic training created interest in new generations of Native Americans in Montana which may lead to a new form of healthcare on reservations. The long term goal in creating this awareness and interest was to have IHS healthcare system adapt the athletic training profession to provide better care for the Native American populations in Montana. There are so few Native American athletic trainers and a massive number of Native American athletes. With a significant gap in the representation and access of athletic training on reservations in Montana, we hope that this project can assist to close that gap in the near future.

Tribal College Visits

Through the National Athletic Trainers' Association (NATA Ethnic Diversity Advisory Committee Grant awarded to The University of Montana, as an athletic training staff the goal was to introduce Native American students attending The University of Montana, Salish Kootenai College, Blackfeet Community College and Stone Child College to the athletic training profession. These 4 locations were chosen due to the proximity of their locations in relation to the University of Montana. Four different sessions were scheduled to include a two -hour workshop which consists of a brief 10-15-minute presentation about the profession of athletic training. Immediately following was an informal breakfast or lunch which allowed for a question and answer session. Students had 45 minutes to eat and ask questions and the athletic training staff also relayed their own experiences of what athletic training means to them, why they chose the profession, and the responsibilities they have within a collegiate workplace. Being able to

personally identify with athletic trainers at an elite collegiate level is an opportunity that allowed for the students of each tribal college to experience another positive outlet moving forward in their college careers.

From the informal introduction to athletic training, each of the athletic trainers moved into stations which allowed for the students to learn and practice skills within the athletic training field. There were 4 stations ran by The University of Montana staff, and those stations included a functional movement screening, stretching/rehabilitative exercises, taping skills and splinting. At the end of the visit, students were provided with an opportunity to assess the effectiveness of the workshop and the visit. An invitation was extended for interested students to schedule a campus visit to observe an athletic trainer for a day.

University of Montana Campus Visit

Students interested in the campus visit were provided a small stipend to support their travels. Students were invited on a week when sporting events on campus were hosted (ie home football game, home basketball game). A tour of the academic facilities in McGill Hall and other academic centers on campus like the Payne Family Native American Center were provided. The students also spent time in the athletic training room learning about the preparation it takes for an athletic trainer providing healthcare for a sporting event. The students also toured the athletics department along with the sporting facilities which the athletic training staff work at such as Washington Grizzly Stadium, Dahlberg Arena, Dornblaser track and soccer facilities as well as the Rhinehart Athletic Training Center. At the end of their visit an exit questionnaire detailing their time here and interest regarding athletic training and health care was provided.

Tribal College Campus Visits Recap

| Engaging Native Americans with the Athletic Training Profession | Number of Participants |
|--|-------------------------------|
| University of Montana 11-13-17 | 9 |
| Blackfoot Community College 11-15-17 | 9 |
| Stone Child College 11-30-17 | 11 |
| Salish-Kootenai College 1-25-18 | 6 |

Table 2 (Add participant table by school- how many attended each visit)

University of Montana:

The University of Montana campus athletic training in-service had a great turnout with 14 students and the students were engaged in the power-point and hands on portion of the in-service. The staff and students who helped facilitate the presentation were Valerie Moody, Drew Babcock, and Heather Bartz. Valerie and I immediately noticed after a 15-20 minutes in that things ran more smoothly with an informal presentation rather than the traditional formal style. The power-point ended up being more of a source a reference within the portions of the presentation and the students guided their own learning experiences with their questions. One of the main topics discussed was what the profession is looking like for Native American communities moving forward, which included Native American sports such as pow-wow, Indian relay, Indian rodeo circuits and the eventual goal of providing athletic training services on each and every reservation in Montana. This presentation will hopefully open new career opportunities for current and future Native American students on campus. As things move

forward I am expecting more students interested as we continue presentations like these on campus.

Blackfoot Community College:

The Blackfoot Community College athletic training in-service was not what we anticipated. Our visit had 12 attendees which included 3 students and 9 members of coaching and athletic community within the tribal college and public school system. The staff and students on the trip were Valerie Moody, Drew Babcock, and Tayleigh Talmadge. The interest from the coaching and athletic community was amazing to see as they were very involved and had specific questions regarding taping, nutrition, concussions, rehabilitation protocols, injury prevention and manual therapies. Once again the power-point was there for reference as the attendees were the driving force in their learning experience. The curiosity from the coaches and athletic administrators sparked a big interest in a return visit to the reservation as they wanted to be able to learn more about concussion protocol, taping techniques and emergency responder skills related to sports. The plan is for a return visit with services catered to the coaching and athletic community on the Blackfeet Reservation.

Stone Child College:

The Stone Child College visit had a great student and community turnout. Our total number was 16 and this presentation was also informal and driven by the attendees' interest in the profession. The staff and students who joined me on the trip were Scott Richter and Tayleigh Talmadge. The interest was heavily catered to taping techniques, manual therapies and rehabilitation. From start to finish the students and community members divided themselves into groups and the staff answered their questions and displayed our skills. Allowing the attendees to practice the skills after learning them was great experience for them moving forward in the

interest in the profession. This presentation was a hometown hero moment for me being that I am from Rocky Boy and we had such a great turnout. It felt really great to give back to the community which made me into the hardworking and accomplished individual I am today.

Salish-Kootenai College:

The Salish-Kootenai college visit was a great experience and was well setup through our career services connection Lennie Webster. We had a turnout of 9 people that showed up and the staff that joined me on the trip was Valerie Moody and Justin Hunt. This ended up being one of the more practical and insightful visits due to a student which had an intensive injury history. This allowed the other students to connect physically and mentally to the actual experience of athletic training which was really awesome to have them see. Once again the attendees had many questions which drove what we as the presenters talked about; it was great to actually get more of a background into the pro sports side of athletic training when Justin spoke of his time with the Olympic ski team. The attendees had many questions regarding that side of the spectrum of job opportunities which I hope will continue to lead more and more Native Americans to the profession.

Summarization of Sessions/ Athletic Training Benefits on Reservations:

Overall these sessions were an amazing and insightful experience on both ends of the spectrum for the clinicians and the attendees, the attendees were excited and inspired to continue to delve deeper into the many facets of athletic training. The reoccurring theme that encompassed these sessions from the attendees sports medical experiences on the reservation were how the health care services provided are often unequipped to provide succinct evaluative services and have poor follow up health care when dealing with sports injuries. We heard many reports throughout each session that reservations athletes often sustain injuries, such as an ankle

sprain, and visit health care services to just be sent home with an ace wrap, are told to do nothing for 2 weeks, and are good to return to play. No follow up evaluative services are often provided unless the athlete or the athletes guardians schedule a return appointment, which is not ideal from a rehabilitative perspective. Sports injuries are often overlooked on reservations due to the epidemic of other health related pathologies such as diabetes, catastrophic injury, mental health, heart disease, cancers, etc. Therein lies the problem is that reservation health care services are not equipped to provide services, which can correctly evaluate, treat and rehabilitate athletic injuries, so patients are often getting worse to the point where surgical procedures are needed to correct the problem. An athletic trainer can save the IHS system an invaluable amount of money in the sporting population as we are equipped to prevent, evaluate, treat, rehabilitate, handle acute or chronic medical emergencies and offer follow up services with all athletic populations. Athletes, coaches, parents, administrators and family members would no longer have to hear the diagnosis of an unknown sprain in the lower or upper extremity in which the athlete is out for 3 weeks and told to do nothing. The evaluative process alone would save IHS money on x-rays, magnetic resonance imaging, referrals off the reservation, surgical procedures, rehabilitation, pharmacological innervations and other medical related expenses. IHS integration of an athletic trainer would drastically improve the medical services provided on reservations throughout Montana and the future goal will be the implementation of Native American athletic trainers on each reservation.

Salish-Kootenai Visit to UM Campus:

The campus visit for students from the Salish-Kootenai campus was one of the best experiences I have had while helping coordinate this grant. We started the tour of the campus

with The Payne Family Native American Center (PFNAC) stopping along the way for photo ops in front of the Grizzly bear and the oval. The great portion on stopping in the PFNAC was the students being able to connect with the educational services provided at The University of Montana should they choose to continue their education here. From there we toured the athletic training education classrooms and laboratories, stopping for another photo op in front of McGill. The tour then continued into the hall of champions which we peeked in a track practice taking place in the west and east auxiliary gyms. The greatest portion of the tour then took place in Washington-Grizzly Stadium where the students got a special experience meeting Montana Grizzly football players and the opportunity to catch a few touchdowns in the south end zone. As soon as we walked down the tunnel and stepped onto the field, a bystander outside of the stadium would have thought the lights were on but it was just the eyes and smiles of all of the students. The tour then split into two groups to tour the RATC and the new champion's center, in which the students got to experience the game day preparation and the strength and conditioning preparation it takes to get to game day. To finish off the amazing day all of us ate pizza in the University Center and walked over to watch the Montana Grizzly men's basketball team demolish Weber State to clinch the Big Sky Conference Championship title. This was one of the more rewarding experiences I have had in my 2 years in the University of Montana athletic training program and it was the best feeling to see everyone as happy as they were. I believe this definitely was an eye opening experience for the students which may curve their decision in picking a future profession in athletic training which was the complete reason we provided this for them.

Engaging Students with the Athletic Training Profession:

The data is represented in Table 2 and Table 3 from the Engaging Students with the Athletic Training Profession Questionnaire provided at the end of each session. A total of 35 participants completed the questionnaire throughout the 4 different sessions that were conducted. Data table 2 was analyzed utilizing tallied percentages drawn from each individual's questionnaires scores and data table 3 was a summarization of all participants' comments regarding the session. The most crucial statistic to which we as professionals were interested in how the students felt about their future within athletic training and how the session overall would be helpful moving forward into the future. As shown below in question 6 and question 11, 88% of participants that the skills presented would be helpful moving forward into the future and 68% of the participants became more interested within the profession of athletic training moving forward into their own college careers. As a clinician, these statistics are promising moving forward within the profession of athletic training for Native Americans and has shown the efficacy of the sessions that were conducted. Moving into the future continuing to conduct more sessions on these reservations as well as others within Montana, will increase the number of interest within the athletic training profession.

Table 2. Engaging Students with the Athletic Training Profession Questionnaire Likert Questions

| Post Workshop Survey | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|---------------|----------------|-----------------|--------------------------|
| Objectives of the training were clearly defined: | 29/35 (82%) | 4/35 (11%) | 2/35 (5%) | 0/35 (0%) | 0/35 (0%) |
| Participation and interaction were encouraged | 29/35 (82%) | 6/35 (18%) | 0/35 (0%) | 0/35 (0%) | 0/35 (0%) |
| The topics covered were relevant to me: | 19/35 (54%) | 9/35 (26%) | 6/35 (17%) | 1/35 (3%) | 0/35 (0%) |
| The content was organized and easy to follow: | 27/35 (77%) | 7/35 (20%) | 1/35 (3%) | 0/35 (0%) | 0/35 (0%) |
| The materials distributed were helpful: | 27/35 (77%) | 5/35 (14%) | 3/35 (9%) | 0/35 (0%) | 0/35 (0%) |

| | | | | | |
|---|----------------|----------------|---------------|--------------|--------------|
| This experience will be useful in the future: | 26/35 (74%) | 5/35 (14%) | 3/35 (9%) | 1/35 (3%) | 0/35 (0%) |
| The ATs were knowledgeable about the training topics | 30/35 (85%) | 4/35 (12%) | 1/35 (3%) | 0/35 (0%) | 0/35 (0%) |
| The ATs were well prepared | 30/35 (85%) | 3/35 (9%) | 2/35 (6%) | 0/35 (0%) | 0/35 (0%) |
| The time allotted for the session was sufficient | 25/35 (71%) | 10/35 (29%) | 0/35 (0%) | 0/35 (0%) | 0/35 (0%) |
| The meeting room and facilities were adequate and comfortable | 26/35 (74%) | 9/35 (26%) | 1/35 (3%) | 0/35 (0%) | 0/35 (0%) |
| Because of this session, I am more interested in becoming an Athletic Training professional | 20/35 (57%) | 4/35 (11%) | 9/35 (26%) | 2/35 (6%) | 0/35 (0%) |

Table 3. Engaging Students with the Athletic Training Profession Open Ended Questions

| Post Workshop Survey Open Ended Questions | Responses: |
|---|---|
| What did you like most about this session? | Overall responses for the session included the time that they got to spend with practicing professionals within the athletic training profession. Learning the skills associated with the profession and getting actual experience in doing the skills were highlights of all the presentation and project. |
| What aspects of this session could be improved? | The actual session comments included just having more time with the professionals and being able to practice more skills or “hands on” activities learning skills. |
| How do you hope these skills will help you in your future? | A great amount of the participants cited that this would help them in the future because of the interest within the field of athletic training as well as their own athletic careers. |
| What additional sessions would you like to see in the future? | Some suggestions for future sessions would be the addition of practicing more skills within the athletic training field such as Kinesio Tape, strength/conditioning, and injury prevention. |

| | |
|---|--|
| Please share any other comments or feedback here: | In conclusion they enjoyed the session as well as cited more time practicing skills. |
|---|--|

Future Recommendations

Building Native American Relationships:

Moving towards the future, the main objective will be not only to continue to cultivate the relationships that are being built with the tribal colleges included in the project but to continue to work to build relationships with every tribal college in Montana. Building these relationships will provide more much needed educational outlets for Native Americans in Montana and in return will also have long lasting impacts in regards to building our ever growing athletic training profession in Montana. The Native American professional, educational and student community at the University of Montana also provides a good support system while attending school. The University of Montana American Indian Student Services (AISS) offers a mentoring program in which a team of dedicated students provide mentoring services to aid Native American peers in their transition to University life. The AISS also offer an advocacy and referral program which through collaborative partnerships with University of Montana academic and student support departments, provide academic workshops and informational sessions so students can navigate campus life. AISS also has a building named The Payne Family Native American Center on campus complete with offices, classrooms, observatory, computer lab, free printing, and meeting rooms. This serves as an academic center, social and cultural hub, and gathering space for Native Americans on campus. This location provides a symbol of goodwill, unity, and intersection. There are also a multitude of Native American specific scholarships within the University of Montana system which are all applicable to different areas within the medical professional field. As we continue to build relationships with these Native American

programs and entities within the University of Montana, athletic training will be a staple within the Native American student community on campus in the near future.

Pathways for Athletic Training in Native American Communities:

The main pathway working towards the future of athletic training within Native American Communities would be to incorporate the athletic training profession through the Indian Health Services. This would be the most ideal pathway in theory because of the close proximity of other healthcare professionals and the location on the reservations. There are currently no available statistics on the number of sports related injuries in the Indian Health Services system, which may be difficult to prove the “worth” of an athletic trainer in the tribal health care system but an athletic trainer can prove their effectiveness through practice. There are many services which aid in substantiating the effectiveness of an athletic trainer such as SportsWare which is a tool utilized to record, manage, and report athletic training information. SportsWare makes it easier for the athletic trainers to keep track of injuries progression, treatments, insurance, billing options and accurate medical records for a vast amount of athletes under the system.¹⁸ Being able to operate within an IHS system and provide data to analyze would be imperative in providing optimal care to an already underserved population. This data could be supplemented to other data proving the effectiveness of athletic trainers in different settings such as secondary schools, colleges and pro sports. Incorporating an athletic trainer in a rural area would optimize the healthcare for schools within the community. It is estimated that 1 in 5 athletes or approximately 1.4 million high school student athletes sustain injuries each year due to participation in school related sports.¹⁹ This statistic grossly underestimates injury due to the number of schools which receive no athletic training services in North America, which includes most Native American communities.

Another way to provide athletic training services to Native American populations would be to provide services through a nearby medical facility off of the reservation. This in itself is a challenge to which the same steps would be necessary to prove the need of an athletic trainer within a rural area. In Montana, this medical model has been a successful avenue for many athletic trainers to provide coverage to highly populated and rural areas with the outreach program at Missoula Bone and Joint and Billings Clinic.

Athletic Training In-Services:

As for recommendations with the actual in-service, I believe the main one would be to accomplish these in a better seasonal time frame. Montana is having winter for the record books and it is difficult to maintain contact with the tribal colleges at this time. To avoid weather related problems accomplishing these visits in late summer to early fall or early spring to early summer would be great moving forward. Another main recommendation would be to come more equipped with other main staples of the profession such as modalities, manual therapy and overall just more hands on demonstrations. The bulk of the interest with each visit to the tribal colleges included hands on demonstrations which allowed the attendees to perform the skills and also see how they are done with an experienced professional. Being able to bring different things along with us such as a tens unit, more rehabilitative equipment, thermotherapies, or a cold compression device would be amazing for them to experience. One thing I would recommend just for future reference would be to spend more time on the rationale on indications and

contraindications and tying certain things into say the healing process and what is happening at a physiological level. We can also delve deeper into the other domains of athletic training such as nutrition, sports psychology and strength and conditioning aspects.

Conclusion

This experience was invaluable for me as a modern day Native American. My overall goal has always been to take everything that I have accomplished in the realm of academia and relay the knowledge back to Native American communities. I could not have accomplished this goal without my program director, athletic training staff, and my student peers here at The University of Montana. This grant through the EDAC committee and the NATA has allowed me to plant the seed into the goal of creating more Native American athletic trainers which will then lead to the long term goal of increasing the diversity of healthcare services provided on Montana's reservations with the addition of the sports medicine fields. The time I have been in The University of Montana athletic training program I have had countless valuable experiences but the most rewarding and best experience that I have had was working with my hometown Rocky Boy's Reservation boy's and girl's high school basketball teams during The Class B Montana State Tournament in March. I was given this opportunity through The University of Montana and I can never thank them enough for allowing me to give back to the community that helped nurture me into the person I am today. I had my family and the whole community once again behind me in person just like when I was in high school. The feeling of pride that I felt while practicing the skills that I had learned and acquired throughout my time here and sitting on the sideline as the boy's raised a 3rd place trophy was and always will be unmatched. This experience was the culmination of everything that we as an athletic training program set out to do this year in accordance with this professional paper and grant project. I want to chase that

feeling moving forward by accomplishing the goal of having athletic training on each reservation in Montana and possibly each reservation in the United States one day. The relationships that I have made at The University of Montana with the athletic training staff, students, program directors, peers, athletes, coaches and HHP staff will be something I will hold with me in deep regard moving into the future of Native American athletic training.

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Appendices 1

Tribal College Campus Visit Agenda

UM Campus Visit Agenda

Tribal College Campus Visit

Travel to college (day before or day of)

Arrive and setup curriculum (time dependent)

Informal presentation/powerpoint (10-15 minutes)

Provide lunch/breakfast question and answer portion (30-45 minutes)

Stations (splinting, functional movement screening, stretching/rehabilitative exercises, taping skills) (45-60 minutes)

Closing remarks, questions and assessment (15-30 minutes)

Agenda UM Campus Visit

(Tentative schedule subject to change)

Arrive on campus (McGill Hall) 7:45 am-8:00 am

Breakfast 8:00 am-8:30 am

Campus tour 8:30 am- 9:45am

Break at McGill 9:45 am- 10:15 am

Walk to the RATC 10:15 am- 10:20 am

Tour of the Athletic Training Facilities (Dalhberg Arena, Champions Center, Washington Grizzly Stadium, Locker Rooms, Weight Room, etc.) 10:20 am- 11:45 am

Walk to Food Zoo 11:45 am- 12:00 pm

Lunch Break at Food Zoo 12:00 pm- 12:45 pm

Walk back to McGill 12:45 pm- 1:00 pm

Travel to Dornblaser 1:00 pm- 1:15 pm

Tour the facilities (soccer, track and softball) 1:15 pm-2:00 pm

Back to McGill Hall 2:00 pm- 2:15 pm

Modalities demo in lab 2:15pm- 3:00pm

Break 3:00 pm-5:30 pm

Return to McGill Hall and prep for game observation (basketball tentatively) 5:30 pm- 6:00 pm

Observe pregame setup and preparation 6:00 pm- 7:00 pm

Watch the game 7:00pm-9:00 pm

Appendices 2

Assessment Form about Visits



Engaging Native Americans with the Athletic Training Profession

Evaluation Form for participants

Date: _____

Title and location of training:

Instructions: Please indicate the level of agreement with the statements listed below, (1: Strongly Agree, 2: Agree, 3: Neutral, 4: Disagree, 5: Strongly Disagree)

1. Objectives of the training were clearly defined: 1 2 3 4 5
2. Participation and interaction were encouraged: 1 2 3 4 5
3. The topics covered were relevant to me: 1 2 3 4 5
4. The content was organized and easy to follow: 1 2 3 4 5
5. The materials distributed were helpful: 1 2 3 4 5
6. This experience will be useful in the future: 1 2 3 4 5
7. The ATs were knowledgeable about the training topics: 1 2 3 4 5
8. The ATs were well prepared: 1 2 3 4 5

9. The time allotted for the session was sufficient: 1 2 3 4 5

10. The meeting room and facilities were adequate and comfortable: 1 2 3 4 5

11. Because of this session, I am more interested in becoming an Athletic Training professional: 1 2 3 4 5

Questions 12-16 please provide feedback

12. What did you like most about this session?

13. What aspects of this session could be improved?

14. How do you hope these skills will help you in your future?

15. What additional sessions would you like to see in the future?


16. Please share any other comments or feedback here:

Thank you!

Appendices 3

Presentation about Athletic Training

UNIVERSITY OF MONTANA CHOOSING A CAREER IN ATHLETIC TRAINING



Valerie Moody PhD, LAT, ATC, CSCS, Program Director ATP,
valerie.moody@umontana.edu

John Sunchild, Masters Student AT, john.sunchild@umontana.edu

Drew Babcock, Assistant Athletic Trainer, drew.babcock@umontana.edu

Justin Hunt, Associate Athletic Trainer, justin.hunt@umontana.edu





Athletic training are health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities.

NATA
 NATIONAL ATHLETIC TRAINERS' ASSOCIATION

Athletic Trainer....NOT Trainer!

□ What's the Difference?



Athletic Trainers – not “Trainers”

The world today is so fast-paced, and people are more active, more interested, more educated. We're trained to think, sports, complete education more important. So, result, the word "Trainer" has lost its meaning. There are the differences between a certified athletic trainer and a personal trainer.

| CERTIFIED ATHLETIC TRAINERS | PERSONAL TRAINERS |
|---|---|
| Education: Certified athletic trainers are health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. They are trained in the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. | Education: Personal trainers are fitness professionals who provide exercise programs and guidance to clients. They are not trained in the prevention, diagnosis, and intervention of medical conditions. |
| Scope of Practice: Certified athletic trainers are trained to provide a wide range of services, including injury prevention, assessment, and treatment. They are also trained to provide first aid and emergency care. | Scope of Practice: Personal trainers are trained to provide exercise programs and guidance to clients. They are not trained to provide medical services. |
| Professional Responsibility: Certified athletic trainers are responsible for the health and safety of their clients. They are also responsible for the health and safety of the general public. | Professional Responsibility: Personal trainers are responsible for the health and safety of their clients. They are not responsible for the health and safety of the general public. |

Conclusion: Athletic trainers are health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. They are trained in the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. Personal trainers are fitness professionals who provide exercise programs and guidance to clients. They are not trained in the prevention, diagnosis, and intervention of medical conditions.

Domains of Athletic Training

- Prevention
- Clinical Evaluation and Diagnosis
- Immediate Care
- Treatment, Rehabilitation, and Reconditioning
- Organization and Administration
- Professional Responsibility



Injury Prevention



Functional Movement Screen

- ❑ The Functional Movement Screen (FMS) is a pre-participation screening tool designed to identify compensatory movement patterns that are indicative of increased injury risk and inefficient movement that causes reduced performance.

Y Balance - Anterior Reach

- ❑ With shoes on stand on one leg with toes lined up at the top of the T.
- ❑ Perform 3 practice trials of standing on one leg and reaching out with the other leg along the T-line as far as possible without losing balance, lifting the heel of stance leg, or stepping down.
- ❑ Lightly touch the toes down and return to start position. Document the reach distance. Repeat 3 times and record the highest reach distance.
- ❑ Repeat on other leg and record highest reach difference



Note: less than 4 cm side to side difference is acceptable

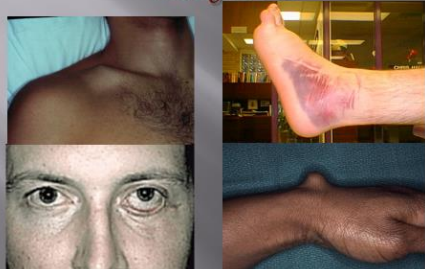
Weight-Bearing Lunge

- ❑ Stand against wall with about 10cm between feet and wall.
- ❑ Move one foot back a foot's distance behind the other.
- ❑ Bend the front knee until it touches the wall (keeping the heel on ground).
- ❑ If knee cannot touch wall without heel coming off ground, move foot closer to wall then repeat.
- ❑ If knee can touch wall without heel coming off ground, move foot further away from wall then repeat.



< 9-10cm is considered restricted

Clinical Evaluation and Diagnosis



Rehabilitative Exercise

- ❑ Rehabilitation is the process to regain full function following injury and involves restoring strength, flexibility, endurance and power. It is achieved through various exercises and drills.



Rehabilitative exercises

- ❑ Reactive Neuromuscular Training: Single leg balance on airex pad for 20-30 seconds.
- ❑ Proprioceptive Neuromuscular Facilitation: D-1 and D-2 upper body. 1 set of 10 repetitions on each direction.
- ❑ Pin and stretch for shoulder/hip flexor: 1 set of stretching through entire shoulder/hip ROM.
- ❑ Wobble board pushups: 1 set of 5-10 pushups on a wobble board.

Taping Techniques

- ❑ Taping techniques have been used for many years by healthcare professionals to prevent, treat, and manage injuries.
- ❑ Tape can provide support and reduce range of motion in preventing, rehabbing and treating injuries.



Taping Techniques

- ▣ Basic ankle tape job: each student will be allowed to complete an ankle tape job after proper instructions and rationale.
- ▣ Kinesiotape web ankle: each student will be allowed to complete kinesiotape web tape after proper instructions and rationale.
- ▣ Hip or shoulder spica: each student will get a chance to be wrapped after proper instruction and rationale behind the wrap.

Immediate Care



Immediate Care



Immediate Care



Immediate Care



Time to Learn to Splint



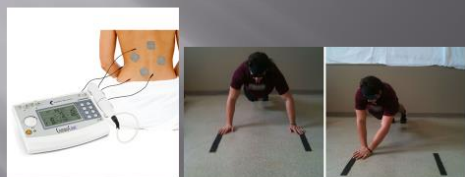
Treatment & Rehabilitation



More Treatment.....



Time to Treat



Professional Development



EMPLOYMENT SETTINGS



Professional Preparation of the Athletic Trainer

- ❑ Professional Preparation: Graduate from a CAATE accredited ATP
- ❑ Meet Certification Requirements
- ❑ Complete the BOC Exam
- ❑ Continuing Education Requirements (CEU)
- ❑ State Licensure - if applicable

Skills needed for a career in athletic training

- ❑ Strong background in anatomy
- ❑ Good people skills
- ❑ Good communication skills
- ❑ Flexibility in schedules
 - Nights, weekends, etc
- ❑ Enjoy watching sports



A DAY IN THE LIFE OF AN ATHLETIC TRAINING STUDENT

[HTTP://COEH5.UNT.EDU/AMAT/](http://coehs.unt.edu/amat/)



Life in the Classroom





Where do our students go after Graduation?

- ▣ Missoula Bone and Joint (Outreach HS AT)
- ▣ Hamilton Physical Therapy (Corvallis HS AT)
- ▣ Private HS in Seattle/Tacoma area
- ▣ Montana State University
- ▣ Orthopedic/Sports Medicine Clinics
 - Bend, OR
 - LaPorte, IN
- ▣ Internship at Northwestern University

